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# AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION  
THE SAFETY OF A REPUBLIC

VOL. XXXIII, No. 11.

ST. LOUIS, MO., NOVEMBER, 1900.

ONE DOLLAR PER YEAR.



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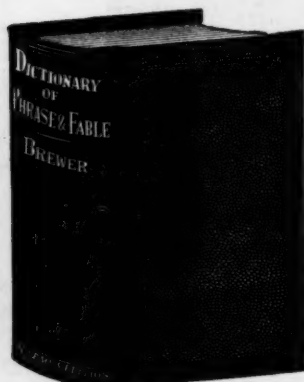
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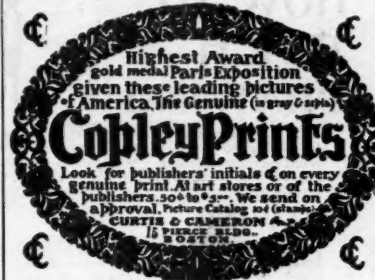
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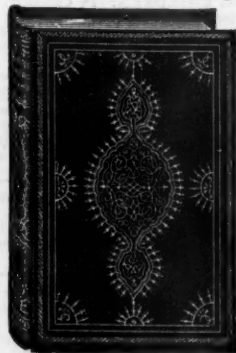
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VOL. XXXIII. No. 11.

ST. LOUIS, MO., NOV. 8, 1900.

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## EDITORIAL.

### EDUCATION.—ITS DIRECT WORK.

"Strong circumstances which lead directly to the door of truth."—*Shak.*

Dr. W. T. Harris, U. S. Com. of Education, in one of his strong, helpful addresses—his addresses are always strong and helpful—says:

"The work of education is the direct work of helping individuals to help themselves. It does not go on as fast as it should, nor as far as it should. Our comfort is that it is making visible progress.

"The average schooling for the entire nation is at present only 860 days for each person. This would give four years and three-tenths—each year of two hundred days—enough to take a pupil through the primary schools of a city.

"Even Massachusetts, with all its schools, public and private, does not give enough schooling to amount to seven years apiece for its inhabitants. Some States of the Union give only a little more than two years for an average. But it is worthy of note that Massachusetts, with nearly twice the average schooling per individual, produces nearly or quite twice the amount of wealth per individual, compared with the nation's average.

"The last census seemed to show that the average production of the whole nation was forty cents per day for each inhabitant. That of Massachusetts came nearly up to eighty cents a day.

"Education has increased the productive power of the individual by nearly fifty per cent.

"It has produced a laboring class that can use machinery to assist the strength of bone and muscle.

"It has made possible the great change of voca-

tions from the production of mere raw materials to the production of the finished product. This is a change going on in all civilized countries. The machine is coming in at one end, and the mere drudge is going out at the other.

"The uneducated, unskilled man is not needed, for his hands and muscles cannot compete with the machine. But he is needed in the work of directing the machine. He is therefore called upon to step up from the occupation of the mere drudge, to the occupation of the overseer of the machine.

"The change from hand work to brain work is a necessity. But this cannot go on without schools that fit the pupils with alert and versatile intelligence.

"Here we may see the vast significance of the school education in enabling the citizen who shares in the productions of his fellow-men to know his fellows, and understand their views of the world.

"It enables him to know their opinions, and to share in their spiritual productions as well as in their material productions. It enables him to participate in the formation of national and international public opinion.

"Small as is the schooling given by our nation to its people, some four and one-half years a piece, it suffices to make reading and writing universal, and with them gives also a limited acquaintance with the rudiments of arithmetic and geography. This fits the citizen to become a reader of the daily newspaper, and thus to bring him under an educating influence that will continue throughout his life.

"A newspaper civilization is one that governs by means of public opinion. The newspaper creates public opinion. No great free nation is possible except in a newspaper civilization.

"By aid of the printed page, the school-educated person makes present to himself daily the events of the world and lives an epic life. For the epic life is the life of nations. A certain portion of the day of

each citizen is given to contemplating world events, and to discussing them. He sees the doings of his state and nation, and forms his own opinion. His opinion in the aggregate, with those of his fellow-citizens, is collected and offered to the world by the newspaper.

"That our schools suffice to produce a government by public opinion—this is a result of a higher order than the other good results which we have canvassed as among the benefits to the South of the education which it is giving to its children.

"To give people the power to readjust their vocations, and to climb up to better paid and more useful industries out of lives of drudgery, is a great thing, a sufficient reason in itself for establishing a public school system. But to give the people the power of participating in each other's thoughts—to give each one the power to contribute his influence to the formation of a national public opinion—is a far greater good; for it looks forward to the millennium, when no wars will be needed for the mediation of hostile ideas."

#### A VALUABLE HINT.

"For this use I am richer."—*Shak.*

So far as making money is concerned, John Wanamaker is a success. Here is a valuable hint from him in regard to the use of space in the "American Journal of Education," as well as other newspapers. He says: "I never in my life used such a thing as a poster or dodger, or handbill. My plan for twenty years has been to buy so much space in a newspaper and fill it up as I wanted."

That pays—space in a newspaper which is read by the most intelligent people.

#### THE RAILROAD IN EDUCATION.

"Seeming parted,  
But yet a union in partition."—*Shak.*

Dr. W. T. Harris, U. S. Commissioner of Education, Washington, D. C., in a letter to Prof. Alex Hogg, of Fort Worth, Texas, says, in regard to the excellent pamphlet on "The Railroad and Education": "I hold substantially the same views that you do regarding the great importance of the railroad as a factor in American civilization. I am accustomed to say that the three chief factors or instruments of American civilization are the railroad, the daily newspaper and the free school.

"The newspaper furnishes the printed page with a daily exhibit of the important doings of all nations in

the world. This brings about a perpetual education on the part of each citizen and throughout his life. He learns every day to understand better the methods and ideas which explain the actions of all human beings, his fellow men over the whole earth.

"The railroad performs the great function of connecting the rural population with the city population. It gives to each person who lives near a village on the railway access to the daily newspaper and thereby moves him into the city.

"The railroad performs the great function of connecting the rural population with the city population. The union of the city and the country is the product of the railroad. Hence we may say steam power is engaged in moving the city into the country and the country into the city, uniting the pure air of the one with the close human communion of the other."

We should think our teachers could see how on every page of this journal we contribute directly and constantly to their success.

#### CONDITIONS OF SUCCESS.

We want to help our teachers—all of them—to achieve a greater success in their work.

The first condition of success is secured to the teacher when he puts his work or her work, as we state it, before the school officers and before the taxpayers. People like to range themselves on the victorious side of things. Every acre of land gains a substantial value where good schools are maintained nine months out of the twelve. On this basis all will rally to the cordial support of the schools. Let the people know the facts. Let us all go into this campaign of education and keep it up. Send in your lists of names and the post office address and this paper shall go promptly and constantly.

#### TO HELP STUDENTS.

Yale has begun a new departure which might well be imitated by all the other larger universities. The innovation is a special department to care for indigent seekers after knowledge. We hope to see such a move on the part of Washington University, of this city. An office has been opened to serve as a bureau for students desiring work and to investigate applications for remission of tuition. At the larger colleges, where there are many self-supporting students, such a bureau should be of great service. Unquestionably there are many persons who would enjoy giving stu-

dents such employment, not only because they would be helping them in that praiseworthy attempt to gain an education that awakens every one's sympathy, but also because the class of employes thus secured would probably be above the average.

If all the teachers would cordially and persistently co-operate with us "in laying before the people" the facts as to the immeasurable value of their work, we should see both the interest and the compensation given greatly increased.

When, more than thirty years ago, with Dr. Wm. T. Harris and other leading educators, we established this journal, the average monthly salary of our teachers in this State was only \$28 per month—and that was paid in school warrants, only 60c on the dollar. Now the average monthly salary is \$45.00 per month, paid in cash. This difference between \$28.00 per month and \$45.00 per month has been largely the result of the steady, persistent work of this journal.

There are more than 15,000 teachers in the State of Missouri to-day, receiving this increase of compensation. How many of them appreciate what has been done to raise their compensation from \$28.00 per month paid in school warrants, worth only 60 cents on the dollar, to \$45.00 per month and paid in cash? We do not complain, but rejoice with all over this deserved recognition of their work.

#### **SOUTHERN EDUCATIONAL ASSOCIATION.**

The annual meeting of the Southern Educational Association will be held in Richmond, Virginia, December 27, 28 and 29, 1900. The officers are working to make it the largest and best meeting in the history of the Association. Besides the five regular meetings of the general Association, there will be two meetings each of the six departments of Superintendence, Higher Education, Secondary Education, Normal Schools, Elementary Education and Industrial Education. These programmes will arrange for from seventy-five to one hundred papers, and a large number of brief discussions. The Richmond people are preparing to give all in attendance a royal good time. There will be excursions after the close of the meetings to Washington, Gettysburg, and other places of interest.

The programme will be sent out about November 15th, and will contain the particulars of the rich treat that will be spread at Richmond. The library edition of the Proceedings of the Memphis Meeting—341 pages, bound in cloth—can be secured from R. B. Fulton, President, University, Miss., or P. P. Claxton, Secretary, Greensboro, S. C. Price, \$1.50. It should be in every Southern Library.

#### **EDITORIAL NOTES.**

Aristotle said: "Man is by nature a political being."

Be brave—be bold in your work. Slight is the work, or the gift, of a timid soul.

What about that hidden talent? Can it all be managed by a fold of the napkin?

The saddest of words,—the saddest of states are: The people perish for lack of knowledge.

The end of the State is not only to live, but, like the individual, to live nobly.

The best conception of the school is the highest and best men and women.

Ignorance and its limitations like evil—creates nothing, produces nothing—it only consumes and destroys.

Have you solved the problem how to live justly, equitably, how to live well? If so, we shall be glad to hear from you.

Not the child in its infancy, but in the fullness of its maturity and perfectness, do we discern its true nature and needs.

The business of teaching and of culture is, in reality, two-fold—to find words for a meaning, and a meaning for words.

Language is the form giving to thought expression, rather than thought shaping the raw material of language into form.

Give your best service and give it lavishly, remembering that from nothing,—nothing comes; or give lead and you will receive clay.

Good books stand for some degree of intellectual culture and to know good books is to be intellectual. The more good books our teachers know, the better.

Why not be an artist in earnest? To give to people who live in cities, or crowds, some memento of what is beautiful is not a useless or thankless employment.

Let us remember that a great idea leads to a great motive. If men resolve noble schemes, like a "World's Fair" for the public good, they are at the same time prompted to realize them. Our schools are means to such ends. Great ideas, great motives, great activities. These will all react upon society.



Our teachers should neither be out of the knowledge nor out of relations to great facts, so as to be able to show the relation of every lesson to these great facts.

Don't be in a hurry, for if you suppress for a few days your criticism on the insufficiency of this or that person, they will have demonstrated their insufficiency to all.

The nation is a continuity. It embraces those who are, and have been, and shall be. What wide reachers of intelligence it takes to be a competent teacher in this nation!

The capabilities of women are not properly understood at present. This is a testing time, and it is impossible to say in what unexpected directions the powers of women may develop.

What more natural, or beneficial, or democratic than that all who have the ability should have the liberty and the advantage to shape a career for themselves? Our schools furnish to all these means and this opportunity.

When you sketch or draw a scene, then you thoroughly learn it. So, when in words the child states the problem, he sketches his ideas and learns their value. Teach the children to put their sketches—however crude—on paper.

Intelligence, such as all our schools generates, is in and of itself the condition of progress. There is in it a striking-off of fetters—a deliverance from burdens, and a constantly increasing power for good, for both the citizen and the State.

When we are wise enough, and good enough, to reject the code of force, we shall see clearly how these public ends of the post-office—the library museums—the highway of commerce, can be accomplished and answered by love and by co-operation.

People get rather tired of the man tediously good in some particulars, but negligent and narrow in others. We must show by both precept and example the better way and not become irritable and capricious, and waste time and strength in attacks.

How good it is to try and bring the golden vision nearer to the eye, nearer to a realization. The extended action of the principle on which all our schools are founded—that of mutual co-operation, designedly entered into for mutual good, is the realization of this golden vision.

Of course, the work done in the school-room is all important, but it is preliminary and preparatory for citizenship; for activity outside the school-room, so as early and as frequently as possible the older pupils should be brought into contact with work, for the public—outside the school-room.

Carefully, constantly, but fearlessly the children must be taught, in the schools as well as in the home, that wealth ceases to be wealth if you have not obedience to law, peace, order and contentment among the producers of wealth, for all the results of organized labor vanish if wealth is destroyed.

Do not our own schools teach and show us, too, that "the good of the whole" is really the dominant idea of our modern life and modern democracy? That this has actually become the noble care of the large majority amongst us? We think so. We think every one of our teachers stands for this noble cause.

Questions, moral, political, geographical, personal even, that his "method" will relegate to some indefinite future, crowd upon him for solution, in the light of common to-day and common sense, his own, and that of his pupils should be used for their solution, regardless of method.

To the cultivated mind the esteem of mankind becomes valued for itself. Nay, we need not go to very cultivated minds. The common soldier in the ranks knows no greater pleasure in life than to be praised for his courage by his fellow-soldiers—even if the praise adds nothing to his rations.

How marvelous, hopeful and inspiring is the varied intellectual power at work around us. Every school, every genuine, faithful, loving teacher initiates our children into this power—thus by their consecrating work elevating us all. Let us speak to them, and for them, words of thankfulness, cheer and appreciation.

There is nothing under the sun, nor beyond it, that does not concern us, and method is a back number for the solution of these new problems. We ought not be afraid to touch life on all sides. This is what education and culture mean—to train us to be ready for emergencies.

We can truly say—that we have never put down a book which has taught us anything worth learning, without a silent "thank you" to both—the author and the publisher.

The simplest plan is to test women's capabilities by throwing open all the professions and trades without restriction, and woman will then find her level; but to place barriers in the way of those desirous of entering upon certain occupations simply on the supposition that they will be unable to work in them, is absurd. Let them try.

Of course, women ought to have the suffrage; there can be no question about it. Why should sex be a barrier to the exercise of the franchise? The majority of women are as well able to record an intelligent vote as the greater number of men, and on the ground of abstract justice the opportunity of voting at elections should be given.

Our schools teach—or ought to teach—that each one of us owes all he has and all that he is, to society, and he is bound to contribute his best of labor and intelligence to this organized community in which he lives, which is at once both result and source of our best individual life. This is both the essence and the glory of our modern democracy.

"Print it," says Carlyle, "and all readers, far and wide, for a trifle have it, each at his own fireside, much more effectually to learn it."

Yes. The printed page is the informer, the regenerator, to be read and re-read and read again in the homes and in the schools. Circulate the printed page.

Let it be stated and re-stated that it is always and everywhere cheaper to educate the people, so that they may become producers, than to let them grow up ignorant and vicious, to be cared for as paupers or punished as criminals. Gov. Crittenden of Missouri said, truly, that "parsimony towards education was liberality towards crime."

Suppose the children, men and women, are liberated from arbitrary power, and law, the general law of society, governs, how soon we begin to scrutinize the law itself, saying if we are to be governed by law, let us see to it that it is the best possible law. How much intelligence, culture and experience this demands! Only the education of our so-called common schools will give this necessary culture.

School government and obedience to law, such as our school training constantly inculcates, have their origin in the moral identity of all the pupils. Reason for one is seen to be reason for every other. Is it

not easy to show all your pupils this? A mob, or rebellion, inside the school room or outside of it, cannot be a permanency. Everyone's interest requires that it should not exist. Only justice satisfies all.

Men of property not only begin to feel, but to openly avow that they hold their wealth as a trust, that they are under bond to society, and the moment the rich man has made this admission and acts upon it, society is doubly interested in upholding his title. This begets—and the schools teach, social harmony and not social war. In this teaching they are worth a thousand-fold more than they cost.

It becomes easy and natural for a people trained to obedience to law, in our common schools six hours a day, for five days in the week, to work for organic changes in our laws and constitutions, instead of rudely throwing aside organic forms for the unfettered reason or the unfettered passions of the people. Our laws are understood as rules, to be obeyed by all, for the good of all.

What of the preparation and the training of our teachers for the education of the more than 15,000,000 of pupils in our public schools? Is it adequate? What of a journal of education that attempts to syllable the value of this training to the people? What must be its status for ability, equity and justice to these 15,000,000 workers? What we put into the first of life, we put into the whole of life—hence we plead for competent teachers.

And as with health of body, so with health of mind. Ignorance and crime do not stay where they were bred. They walk abroad and scatter their malign influence, leap walls, enter the chambers of his house as well as the chambers of his thoughts. That swamp of ignorance and crime should have been drained! Let us understand it, and teach it that there is no immunity from disease and crime until we care for, educate and Christianize all, or until all are taken care of.

Whether we look to the health of a man, or the wisdom of a man, we find that it is not permitted him to be well, or wise, alone and by and for himself. Nature makes her protest to all this. Out breaks the disease. It comes perhaps from hovels, or from the stagnant pool. Typhus and other fevers will not stay in the hovels in which they are bred. The wise man of health must indoctrinate society with his wisdom or suffer.

Let the pupils act on committees of various kinds for various purposes and so help themselves and relieve the teachers. Put them on committees to arrange for lectures, for music, for invitations, for people to address the schools, and they will soon see the need of the instruction you are giving them, and see what they lack, perhaps to make them successful. Get the pupils at work doing something for themselves and for the public early.

Our wise, foreseeing teachers will train their pupils to a greater reliance on the moral sentiment,—to a belief in the unity of purpose in life so that in the moral order conduct and law shall be not a struggle for existence, but co-operation for existence and for all the purposes of social life.

If the whole solar system can be maintained without artificial restraints, with all its ceaseless benefaction, surely the single private citizen should be so trained and instructed in our schools and churches that he can be a reasonable, good, righteous neighbor without the hint of a jail or the cost of courts, sheriffs, judges and all the other costly concomitants of force. Let us begin, now, to show the power of law and equity as a basis for the State, both at home and abroad. Fewer soldiers and more teachers and missionaries.

We tone up and strengthen the whole public school system on every page of this journal.

We state and restate the value of the work our teachers are doing for the people by showing the results of this work!

These are the facts the people and the taxpayers need to know.

We hope that our teachers, school officers and patrons will not rest until every school district in the State has secured a library.

To this the masses may come in the every-day vesture of humble labor; they may come and feel the pulse of the best of life in all the past and feel it quickening the beats of thought within their own souls. It is a living and breathing corporiety, all aglow and astir with vitalities that take hold of both time and eternity.

It is what we don't know that hinders and hurts us all the time.

Let us bring these fountains of knowledge and power within reach, and to the touch of every home in every school district.

It can be done if we all take hold in earnest.

### ITEMS OF INTEREST.

[From State Superintendent of Public Schools in Missouri.]

Let every school district have a small working library. Children never make good readers without supplementary reading. The poor readers are poor in everything. October has been designated as the time to raise funds for libraries. Non-resident tuition fees and small amount from incidental fund should be used to purchase supplementary reading.

The necessity for the study of nature and literature in connection with the study of nearly all other work done in the school is growing upon the teachers. The intelligent use of these marks the distinction between the mechanical school and the wide-awake, rational school. It is relieving the schools of that bookishness which stupefies rather than develops and enlightens.

Missouri has not only the largest public school fund in the union, but the best invested. The permanent state school fund amounts to nearly four and a half million dollars bearing five and six per cent and it is just as secure as the State is responsible. There is a large annual distribution of moneys to the schools which will continue until the policy is changed by the sovereign voters of the State in a constitutional amendment. Fortunately it is fixed beyond the whims of individuals or party control.

Many teachers and others interested have begun to cast about for something better than the present institute system furnishes. A system of licensing entirely divorced from the institute is demanded. A short term institute for pedagogical training alone is considered favorably. It is thought that a more complete system of summer schools would improve conditions and that the institute should not be held at a time to interfere with teachers' attendance on these summer schools.

One gratifying thing in connection with the rural schools is the neat appearance of the houses. The State Superintendent recently visited several such rural schools and said of them: "The condition of the school rooms is uniformly fair. The differences in the rooms are mainly due to the teachers. Many of the rooms are nicely decorated with pictures, floors are scrupulously clean and windows properly shaded."

Generally teachers are making considerable efforts to grade their schools by the State Course of Study. Some, with the exercise of judgment, are working to bring about improved conditions gradually. Others seem to be laboring under the impression that the entire course must be literally followed, or laid aside entirely. There is a commendable effort to articulate the entire school system. This depends on the intelligent use of a uniform course of study.



## COMMUNICATIONS.

### SOME PROBLEMS OF INTERMEDIATE INSTRUCTION.

BY EDWIN A. GREENLAW, A. M.

#### II.

The true solution to most of the problems now before the educational world is not far to seek. It lies in the better professional preparation of teachers, and particularly of those teachers who give instruction in the elementary school. To be sure, vast sums of money are being appropriated annually for just such purposes as here indicated, but the fact remains that in the rural districts, and in many cities as well, the instruction of the pupils during those years which make or mar forever their future lives is too often left to inexperienced girls without a day of professional training, or to young men who farm during the summer and "keep school" during the winter months. The demand for teachers has been so great that the normal schools have been utterly unable to meet it; and the salaries paid in rural districts and in small towns are so low that no trained teacher will accept such a position if he can possibly avoid it. Thus we have, in some cities, splendidly trained teachers who are doing great work for the children who are so fortunate as to be under their care, while in many less favored districts, teachers who are illy prepared for their work and spoiling precious years, are failing to inspire a love for truth and knowledge calculated to lead their pupils to devote long years to obtaining an education, are so wasting time and opportunity as to fail to bring to the highest efficiency the lives which receive direction at their hands.

How great is the need for improvement is easily apparent. Every experienced superintendent, as well to the terrible results of botched work done in the intermediate grades. Precious years, spent in the endless grind of parsing, and in the memorizing of juiceless rules in Arithmetic, and in weak work in reading; these are some of the reasons why pupils leave school before they have even an elementary education. It is the business of the teacher to fill the student's mind with high hopes and aspirations; to fit him for something more than mere existence; to help him to live. The teacher should arouse enthusiasm and ambition. If the work be well done, the pupil will come to feel a love for literature and science, which will follow him through life; while if

the instruction is made so dry and technical, as to inspire no enthusiasm for higher attainment, the teacher has failed.

The report of the committee which investigated the condition of the schools of New Haven county, Connecticut, a few years ago, deserves careful attention at the hands of educators, for the conditions there existing are by no means unknown at the present time. The report was signed by educators of eminent reputation, and the results, as tabulated by them, are of interest.

The four propositions upon which the report was based, read as follows:

"1. In too many schools, sometimes in all the schools in a town, children at 12 and over do not know more than children at 8 can easily know.

"2. Many teachers do not possess the necessary practical wisdom and professional skill. They do not know how to so arrange courses and to so instruct as to do the most possible of what is worth doing in a given time.

"3. There is no adequate supervision.

"4. The high schools do not lend a helpful hand to the elementary schools."

Statistics given in the report indicate the results of simple examinations conducted in various schools. In one town having six schools there were 37 children averaging 12 years of age, all of whom had attended the public schools at least six years; yet these pupils could not perform the simplest problems in addition and subtraction, could not correctly write from dictation simple English sentences, and could not spell correctly such simple words as busy, cents, comb, eyes, collar, eggs, etc. They had learned their letters, but could not read. They could repeat from memory the words of the reading book if it were opened and they were started, but they could do nothing with an unfamiliar book of like grade. The difficulty was simply, in the judgment of the committee, that the children had not been well taught.

The terrible waste of time, due to inefficient teaching, is made apparent by the report of an investigation in another town where a trained teacher was at work. Here the average age was a little over eight years and the children had been in school for two years. In one year the pupils had read about thirty such books as "Pilgrims and Puritans," "Grandfather's Stories," Shaler's "Geology," Whittier's "Snow Bound," "Barefoot Boy" and "The Deacon," Irving's "Sketch Book" and "History of New York," Kingsley's "Greek Heroes," Longfellow's "Hia-watha," and Hawthorne's "Wonder Book." In arith-

metic the same test was given as to the 37 children of 12 years of age, in the other school, with the result that nearly all the pupils performed correctly the problems in addition, and all observed the most important rules in punctuation. The report contains some vigorous sentences concerning this matter: "The contrast is between children of 12 who have not gained the elements of a common school education and children who at 8 have gained this education." "Under this dawdling system most do not get farther than the primary school. Last year in one town 584 entered the primary schools. In the grammar schools there were 90, and the usual number that graduated from the high school was 20." "It is an unredeemed hardship to many children to remain in school unless the schools are doing the most and best for them. It is a crying injustice to waste the time of any child."

Improvement will come when teachers awake to the need of self-improvement, when the public demands better preparation, and when the great importance of the work done in elementary and intermediate grades is fully recognized. Then we shall see that the ordinary county examination for license to teach does not at all test the ability of the applicant. Surely the educational standard is not too high, for we license and employ as teachers those who have barely the rudiments of a common school education. This standard must be raised so that every person who presumes to offer himself a candidate for the high office of teacher shall possess at least a high school, if not a college education. But we must also take into account that oft-times the greatest scholars are the poorest teachers. Scholarship is not at all the guarantee of success in teaching. That a man has pursued advanced studies in Europe for a long term of years by no means proves that he is able to give instruction. The test for admission to the teaching profession must be a professional test and not academic merely. We shall ascertain whether or not one possesses the power to educate, to develop the powers of the mind, to inspire, "to allure to brighter worlds and lead the way."

We hear much concerning method, but we do not fully comprehend the vast difference between method and device. It is so easy to gather a petty capital of devices and plans; more difficult is it to study a subject philosophically, so that we grasp the principles upon which it rests, understand its value to the pupils, know how to treat it in order best to reach the child mind and to stimulate healthful activity. We

think of the subject arithmetic, the subject geography, the subject grammar, and we teach the subject rather than the pupil. It is not sufficient for me to know my subject; I must also know how to reach the child-mind, to instruct my pupils in that subject thoroughly and with the least possible expenditure of time.

Every lesson should have its definite object, and the teacher should consider this object from every standpoint, to determine the means best to employ in a given case. It is not a problem of testing the pupil's preparation of so many pages of the text; it is the problem of how best to present a certain phase of the great subject which one is teaching. The teacher's preparation of the lesson should not end with the consultation of several reference books, or with careful review, important as these points are. When the teacher has gathered a rich store of information pertaining to the subject of the lesson, he is just ready to undertake his professional preparation. Here he should state clearly his purpose in that recitation, and then should decide upon the means of presentation. The amount of time to be given to review; the original exercise to be called for; the black-broad work to be assigned; the points to be emphasized in the questioning; these, and others like them, are problems calling for the utmost exercise of professional skill. Pedagogy is often best studied not from books, but from life. In the daily work of the teacher are problems which test the stuff of which he is made and afford opportunity for fruitful and important professional study.

"Callias, if your two sons were fools or calves, there would be no difficulty in finding some one to put over them; we should hire a trainer of horses, or a farmer, probably, who would improve and perfect them in their own proper virtues and excellences; but as they are human beings, whom are you thinking of placing over them?" Such was the question asked by Socrates of his intelligent fellow-townsmen, Callias; and it is a question which may with equal propriety be asked of all who are concerned with education. Like the Athenians, we are ready to acknowledge that the experienced trainer is necessary in the case, but there are still among us school buildings which would not make decent barns; we frequently endeavor to secure teachers at salaries less than a farm hand receives; and sometimes persons are employed to instruct and guide the children, to deal with souls, because they have failed at everything else, and lack the intelligence to become day laborers. The

farmer prides himself upon his fine cattle and thoroughbred horses, and rightly so; but what of the children? As they are human beings, whom are we thinking of placing over them?

NORTHWESTERN UNIVERSITY, Oct. 22, 1900.

### ELEMENTS OF CULTURE.

BY REV. J. D. GOLD, PH. D.

When I was a boy I read a book that had much to do with the arousing within me of a hungering and thirsting for mental development and training, namely, Philip Gilbert Hammerton's "Intellectual Life." I would heartily commend the book to all those who seek after culture in addition to education. "Where no wood is, the fire goeth out," says the Bible, and without a constant supply of mental fuel the flame of culture and mind improvement will soon grow weak and finally die. The prime elements that go to make up a cultured mind may be stated as follows:

**Philosophy.**—Education is technical, culture is generic and spiritual. The former is the skeleton, while the latter is the flesh that makes beauty, form and color possible. So that one should desire, in addition to a mere education, that culture which is the result of soaring above all technics and exactitudes and seeing the boundaries of thought and finding out the relations of fact to truth. Education has to do with fact. Truth is broader than fact, and culture has a wider sweep than education. Philosophy deals with truth alone. Fact is left to science. Charles Darwin was not a cultured man, because, as he admits in his "Life and Letters," his "mind had become a mere machine for grinding out facts." Prof. Haeckel, of Germany, is not a cultured man either, because he is of the same mental stripe. Huxley was a man of the highest culture and so is Herbert Spencer. Both men are interested in truth in its bearing upon and relations to the multifarious facts of the universe.

If one should seek for the fruits of philosophy, as a polite study, I should point at once to Paul, Plato, Socrates, Aristotle, Cousin, Kant, Carlyle and Arnold. These were educated men, but they were more—they were men of culture as well. Indeed, the world seems loth to remember any but its philosophers. Newton is thought of more as a philosopher than as a scientist.

Plato is called "the divine Plato" because of the refining influences of his philosophical studies. Who can read Channing, Martineau, Emerson, Arnold, Locke and Carlyle without a mental uplift? You lay down these works feeling that you have had a mental tonic and a drill in the infinitudes.

**Literature.**—Nothing is more refining and cultivating than polite letters. In this realm we come into contact with the literary artists of the world. Not the grammarians and logicians merely, but those men in the domain of pure literature, who have shown with Maudsley that "an increasing purpose runs through the ages," and, with Browning, that "God is in His world." Such writers as Homer, Dante, Tennyson, Browning and Lowell have added permanent elements to the heroic, sublime, chaste, profound and sympathetic in human nature. The very sight of them in your book case has a soul rounding effect. The man who is seeking after culture can not afford to neglect the friendship of this goodly company. But what shall we say about the essayists, such as Charles Lamb, Carlyle and Macauley? I never read one of the latter's essays or reviews without feeling that I have been to a cricket match in Scotland on a bracing, crispy morning. So pure, energetic and stimulating is the style and movement of the piece. His writings remind one of a clear, sparkling mountain brook, while those of Lamb develop fellowship, and Carlyle manly, vigorous righteousness. Some of the best educated men I have known have been the most uncultivated, because they have neglected to plant themselves in the soil and atmosphere here suggested.

**The Fine Arts.**—Everybody should learn how to judge a good painting or a fine piece of music. To this end we have Ruskin's "Architecture and Painting," "Stores of Venice," "Queen of the Air," "Seven Lamps," etc., together with the productions of Mozart, Handel, Sullivan and others in the sphere of music. "Music hath charms," said the bard of Avon, and they wrong their soul who neglect its study. The very effort of cultivating a taste for such oratorios as the "Messiah" has a refining effect upon the mind and heart. I shall never forget the result produced upon me as I beheld the original of "Christ on Calvary" and heard the "Messiah" for the first time.

The present trend of education, for the dollars and cents that are in it, is brutal, coarse and vulgar, and leads to anything but the appreciation of the good, the true and the beautiful. Many of our so-called "colleges" are really institutions for the prevention of culture. It is hard to get a modern school or college to admit that "life is more than meat," and that the culture of mind and heart is the only true motive in seeking an education.

**Travel and Politics.**—If we cannot travel ourselves, we can at least read from those who have traveled, and greatly enjoy the mental journey with them. I have just been tracing on a good map of Africa, lately, the thirty-three years' wanderings of Livingstone,



and, as I am in perfect sympathy with him, I have heartily enjoyed every inch of the tour. Travel broadens the view and saves us from that provincialism and conceited narrowness which is always the badge of the uncultured man, no matter how thorough his education may have been. I have seen tramps of international roamings who had, by this means, become quite cultivated, and could have passed muster as refined gentlemen in the most choice circles. To see the art treasures, wonders, greatness and customs of foreign nations draws the mind out of its self-complacency and leaves it broader and fuller than it was before.

The political ambitions and struggles of other nations deliver us from that narrowness which is the result of too exclusively studying our own. Breadth and universality are the soul and essence of the cultivated mind. Jesus was the most cultivated man that ever lived, because all men were equal to His cross. Mere tradition had no effect upon Him and from His outgaze on Calvary every national and sectional line melted away. To Him there was neither bond nor free, Jew nor Gentile, black nor white, but they were all one in and to Christ Jesus. It has taken the world a long while to learn the culture of Calvary. The reason why the Christian man, all things being equal, is the most cultured, is because he occupies the vantage-ground of Golgotha. Lord Bacon represents the cultivated man as living on a mountain, from which he can see the conflicting lines of human thought and their true relations to each other. He was right, and the Olympus of the Christian world is Calvary.

"The conclusion of the whole matter" is beautifully summed up in Matthew Arnold's triplet poem "The Buried Life," wherein he shows the conscious unfolding to wider things:

A man becomes aware of his life's flow,  
And hears its winding murmur, and he sees  
The meadows where it glides, the sun, the breeze,  
COVINGTON, OHIO.

### CHAUCER.

BY ESTELLE GARDINER.

Chaucer, "The father of English poetry," lived in the latter part of the fourteenth century, and although he is usually classed among poets, he has written many pieces in prose. In the "Canterbury Tales," his finest work, he has left us a specimen of both classes of writings, and is, I think, equally as good in one as the other, but in number, his poetry far excels his prose writings.

History represents Chaucer as generous, good-natured and a lover of all mankind, and his writings clearly prove it, for what man, cynical and selfish, could portray human character as he has done, and make it so real and life-like, that, although we start reading it, knowing it is merely a work of the imagination, before we are half through, we begin to doubt it, and think that we must be mistaken, and it is taken from life, after all. He confines himself to no single style of writing, but adopts all with equal ease, for nowhere could a more varied group be brought together than the company who meet at the Tabard inn; they are of every class and rank of society, from the knight to the yeoman, yet each one is described in a manner so natural and so perfectly suited to his character that it is difficult to believe it is all fiction. He seems to go with perfect ease from the pathetic story told by the Prioress of "Little Hew of Lincoln," the boy martyr, to the comical and absurd one told by the Somner, and he not only tells them, but tells them in such a manner that you think his whole soul is in it, and they must be his own opinions that he is expressing, and you are somewhat startled when you find the next story is an entirely different style.

The "Old English," the language in which Chaucer wrote, is both difficult and tiresome to read, even more so than if it were an entirely different language from our own, and the only thing which would repay one for reading it would be to find the narrative interesting, instructive, and written by a master hand, all of which we find in Chaucer, and no one can deny, after reading the "Canterbury Tales," that they were doubly repaid for all the trouble and time they expended in reading them, not only on account of the pleasure derived, but also for the knowledge gained of "Ye merry times of Old England."

FLUSHING, L. I., N. Y.

The intelligent skilled laborer in the city, using tools and directing machinery, earns and receives an average of double the wages that the farm hand gets. This is the reason why the young people flock to the city in such numbers.

Dr. Harris says the wisdom that founds a school system makes possible a change of vocations among the people. It puts alertness and versatility in place of mere brute strength and persistency. More than this, the school puts aspiration and ambition into its pupils. It lifts the veil of distance in time and place, and shows them the achievements of the race. "You too, can achieve the like."

## EDUCATIONAL FOCUS

### THE FREE TEXT-BOOK SYSTEM.

The free text-book system has a smack of democracy in its very name. It is safe to say that there are more people deluded and entrapped by the word "free" prefixed to a proposition than any other word in the English language. It is a rule for the solicitor to attack his victim at his weakest point. To get something for nothing is the point of points at which the unthinking man is weak. It is assumed that the thing that is described as "free" is in reality free. If it is described, it is because it has value to an assumed purchaser; if it has value, value must have been put into it; if value was put into it, value must be had for it. A few moments' thought discloses the error in the case of the free text-book system. In reality there is no such system. Text-books are not, and cannot be free. The author and publisher put value into their books, and they must get value out of them. People often think that when they do not pay for a thing directly they do not pay for it at all. Books must be paid for, even though the money is raised by taxation. Taxation is only an indirect method of paying for them; yet there is a vague notion in the minds of many persons that books purchased in this way are free.—E. J. Vert, in *Education*.

### THE AMERICAN POLITICAL SYSTEM A KINDERGARTEN.

Here, on the great area of a continent and under all natural conditions, are men developed by free self-activity; individual rights harmonized with individual duties and individual responsibilities. Here, at last stands the man whom the Greek thinkers separated from nature and differentiated from God—free to be, to act and to grow; the foundation of his state laid, not in external order or authority, but in his own character; freedom, moral responsibility and immortality, those ultimate ideas which compass the whole breadth of our life and give it the reach of religion, the insight of philosophy, the order and beauty of art—rooted in his fully developed and clearly realized personality. Growth by putting a man in such natural relations that his personality finds the freest expression is the essence and the justification of democracy. The American political system is at heart a magnificent kindergarten.—Hamilton W. Mabie, in the *Educator-Journal*.

### THE TEACHER'S DUTY.

The scientific cultivator of the soil must know agricultural science in its various departments, he must know besides, its many kindred sciences, chemistry, botany, physics, etc. Yet how much more must the educator know. If he would be fully trained for his profession he must know not alone physiology and psychology, but something of biology, anthropology, political, and other sciences. Above all, he must be versed in what John Stuart Mill called the science of human character. Perhaps the most imperative duty of the modern high school teacher is to attempt systematically and sympathetically to know the individual pupil approximately and to estimate the effect of the various influences upon him. By the study of what boys and girls are we learn of what they are capable. Difficulties in the way of observing the peculiarities of the pupil and his surroundings are the overcrowding of classes, the large number of classes to a teacher, and the departmental system of teaching. Pupil study takes time; teachers must do outside a great deal of correcting and preparation for recitation. Yet brief observations will not do. Teachers of small high schools and of academies have in this matter an advantage over city teachers. Whatever the hindrances, these differences in mental endowment and home surroundings must be known if the one principle of value is to be applied with any accuracy and precision.—The *School Review*.

### SPEED AS AN ELEMENT OF WEAKNESS.

While beyond doubt "time and chance" have much to do with ultimate success in individual cases, still no one would be so foolish as to argue that in most cases chance does not lie on the side of the swift in the race, or the strong in battle.

But there are cases where speed is not the main object. Indeed, it may often become an element of defeat. Accuracy and trustworthiness in matters of scholarship are, as a rule, of far greater moment. In many cases they are all-important. Taken as a measure of scholarly attainments speed is often deceptive. If Charles Darwin were a pupil in one of our public schools to-day the chances are nine out of ten that he would be set down as a very common-place, dull boy. His mind always moved slowly and with extreme caution from his earliest school days. This was his individual constitution. If John Stuart Mill and Herbert Spencer were two boys in the same grade, Mill, who would be several years younger than Spencer—and who for a moment doubts that the bril-

liant, ready, quick-witted Mill would far outstrip the shy, nervous, plodding Spencer—would become a petted little pedant, and the other would be plunged into the deepest discouragement. These are not altogether fancy sketches. Do not our methods bear out such conclusions?—Canada Educational Monthly.

#### **"THE MOST CHARACTERISTIC FEATURE."**

But the most characteristic feature that has yet appeared in our new American venture at a colonial policy is also the establishment of the most characteristic feature of our republican life, the establishment of the people's common school. As fast as we have come in possession of these islands we have sent to them the men in whom the best Americans have the most confidence, bearing as a gift the most precious heritage of American citizenship, universal education. John Eaton in Puerto Rico, Frye in Cuba, Atkinson in the Philippines, have gone, bearing with them the best wishes of the noblest side of American life, to lay the foundations of future self-government in that training of the children and youth, without which everything called freedom is only a new freak of despotism. Can any fair-minded American contemplate such a spectacle as the country has witnessed during the past weeks of summer: an army of school-teachers, brought from their far-away homes in vessels furnished by the government without expense; entertained for six weeks at the oldest and most celebrated university in the republic "without money and without price"; instructed by the most accomplished teachers; honored with a social attention, public entertainment and welcome only given to the most eminent representatives from foreign lands; received with enthusiasm in the four chief cities of the Eastern slope of the nation; introduced to the President of the United States, and sent home to teach and preach of the wonderful new land to which they had been translated, without a new confidence in the American people and a belief that in this, as in every new departure, this republic can be trusted to work on the lines and in the spirit of the fathers?—Education.

#### **A MANUAL OF DISEASES FOR SCHOOLS.**

I do not know why a simple manual descriptive of the symptoms of the ordinary communicable diseases which are apt to assail our schools might not form part of every teacher's stock in trade and might not so instruct such teacher as to make him a much more effective protector of the health of the school and of the public. We might not demand that the teacher shall be able to distinguish between pemphigus and

smallpox, but there are certain broad symptoms that attend every communicable disease which are easily recognizable, and while they may be common to other ailments also, still their presence should signal possible danger, and the teacher should have such knowledge as to be warned thereby.—W. D. Cox, M. D., in the Educator-Journal.

#### **THE VALUE OF DIFFICULTIES IN AN EDUCATION.**

If there is one set of phrases more threadbare than another, it is "along the lines," "broader lines," "developing along these lines," and the like; and in education I seem to hear, with wearisome iteration, "along the lines of least resistance." The theory is taking at first sight, and looks eminently practical. In dealing with lifeless things, such as machinery, it is the only sensible theory,—more work done by the machine, more obstacles overcome by the contriver; but it is an extraordinarily inadequate theory for the education of man. We see parents—possibly we are parents—who bring up children "along the lines of least resistance," and we know what the children are. Is it illogical to infer that children taught at school "along the lines of least resistance" are intellectually spoiled children, flabby of mind and will? For any responsible work we want men of character—not men who from childhood up have been personally conducted and have had their education warped to the indolence of their minds. It is necessary to treat people as individuals; but it does them a world of good sometimes to treat a great many of them together, and to let them get used to it as best they may.—L. B. Briggs, in the October Atlantic.

#### **CHINESE LITERATURE.**

The following is given as a sample of the way in which the production of a literary aspirant in China is refused by the Chinese editor:

"Illustrious Brother of the Sun and Moon:—Look upon thy slave, who rolls at thy feet, who kisses the earth before thee, and demands of thy charity permission to speak and live. We have read thy manuscript with delight. By the bones of our ancestors we swear that never have we encountered such a masterpiece. Should we print it, His Majesty, the Emperor, would order us to take it as a criterion, and never again to print anything which was not equal to it. As that would not be possible before ten thousand years, all trembling we return thy manuscript, and beg of thee ten thousand pardons. See! my hand is at my feet, and I am thy slave."



## CURRENT EVENTS.

Cholera is reported to be alarmingly on the increase in Japan.

The marriage of Queen Wilhelmina, of Holland, is announced to take place next spring.

Lord Roberts has been appointed commander in chief of the British army.

Another negro outrage in Alabama led to burning another negro at the stake October 2.

The crisis in Chinese matters has caused the Mikado of Japan to summon Marquis Ito to form a new cabinet.

About 400 miles of the railway in Manchuria, built by Russia, have been torn up. Russia will rebuild them.

The official announcement of the total population of the United States for 1900 is 76,295,220, of which 74,627,907 are contained in the 45 states representing approximately the population to be used for apportionment purposes.

The total population in 1890 with which the aggregate population of the present census should be compared was 63,069,756.

Taking the 1890 population as a basis there has been a gain in population of 13,225,464 during the past ten years, representing an increase of nearly 21 per cent.

The Creek, Choctaw, Chickasaw, Cherokee and Seminole Indians have refused to receive allotment of lands from the Government, by declaring they will stand by the treaty of 1866.

Silvela, Prime Minister of Spain, recently resigned, with his whole cabinet, on account of the appointment of Gen. Weyler to be Captain-General of the province in which Madrid is situated.

One of the street car lines in St. Louis is introducing a great innovation, by putting telephones on their cars, by which the conductors can communicate at all times with the main office, and passengers can notify their friends of their coming.

A peculiar sect, called Iasrellettes, are selling off their material possessions preparatory to their heavenward flight. They have fixed on some near date for the final consummation of all terrestrial matters, and are preparing to go to Scotland, from some mountain in which they will ascend.

John Alexander Dowle, the so-called "divine" healer of Chicago fame, has been lecturing in London under difficulties. His custom of abusing doctors and medicines brought out 500 medical students at St. Martin's Hall, who attacked the lecturer so vigorously that the police had to interfere. Some of Dowle's elders were recently tarred and feathered at Mansfield, O.

The Chicago Board of Education has voted to exclude readings from the Bible from the common schools of that city.

Princeton University recently conferred the degree of LL. D. on Secretary Hay on the celebration of its 154th year.

An effort is being made to get the official sanction of the Chicago Board of Education to the work of the Anti-Cigarette League among the boys in the common schools of Chicago.

The Chinese Emperor offered the German Emperor satisfaction for the life of his murdered minister in the shape of libations poured upon a Chinese altar. To this Emperor William replied that nothing short of the punishment of the leaders in the uprising and his official advisers in the matter would be sufficient atonement.

James Howard, found guilty of firing the shot which killed Wm. Goebel last January at Frankfort, Ky., is to be hung December 7. Henry E. Youtsey was also convicted of the same crime. During his trial he seemed to collapse, so as not to be able to give any testimony; but after the trial he suddenly recovered, and dismissed his attendants.

Gen. Wood says in his annual civil report relative to Cuba, that 3,000 schools have been established, 3,600 teachers, most of whom receive higher wages than the corresponding grade of teachers in the United States, are employed, and there are 150,000 scholars, where, under Spanish domination, there were not more than 30,000.

After lasting 39 days the great coal strike in the anthracite regions ended October 25, by the mine owners agreeing to abolish the sliding scale of wages, and grant the advance of ten per cent in wages. This action affects 140,000 men. The strike has resulted in a total loss of \$10,000,000. It has also resulted in perfecting the organization of the strikers, which now has a membership of 100,000.

Hon. William L. Wilson, author of the last Democratic tariff law and postmaster-general during Cleveland's last administration, died October 17 at Lexington, W. Va. After his political defeat he became president of Washington and Lee University, which position he held at the time of his death. He was a man of sterling integrity. He was a successor of Gen. Robt. E. Lee, lived in his former home, and died in the same room and bed as the famous Confederate General, and was buried in the same chapel where Lee's ashes lie.

John Sherman, ex-Secretary of State, died in Washington October 22, at 6:45 o'clock a. m. His death was due to physical exhaustion. He was in his 78th year. He was retired from his cabinet position a short time ago,—a fact which greatly grieved him. He died rich, his wealth consisting largely in real estate in Washington. His career in politics was long, conspicuous, brilliant, and beyond reproach. "There is not a dishonest penny in his reputed million dollars," says a daily paper. He lived to read several touching obituaries of himself. He was not a member of any church, but preferred the Episcopal to any other.

# PRACTICAL METHODS

## BUSY WORK.

By Elmer E. Beams, A. M.

### PRIMARY ARITHMETIC.

1. I must write seven letters. When I have written four of them, how many more have I to write?
2. Write the figures 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, on your slates (or paper) very neatly.
3. Complete:—
 

6+1=?	7+5=7
5+2=?	7+4=7
4+3=?	7+3=7
3+4=?	7-3=?

Note.—Draw the picture of a pint and a quart measure upon the board and have the pupils do the same. It would be much better if you had the real measures to use. After pupils are familiar with the use of these measures give them the following for drill or "busy work."

4. How many pints of water does it take to fill the quart measure? How many pints of milk make a quart of milk? How many pints of berries make a quart of berries?
5. I have two quarts of chestnuts. How many pint cups will it take to hold them?
6. Eight pints of oil will fill how many quart cans?
7. What part of a quart is a pint?
8. If a quart of milk costs six cents what is a pint worth?
9. If a pint of milk costs two cents, what will one quart and a half cost?
10. Draw a triangle. Draw a square.

### WRITING.

Slates or paper:—

1. Sentences from blackboard taken from reading lessons.
2. Copy words from blackboard and from script and print charts.
3. Copy list of all words taught during the week or month.
4. Children copy known words from cards, arranging them in stories.
5. Copy name and address. Copy teacher's name and address.
6. Give books to each or simply a printed leaf. Children find known or designated words, and copy.
7. Cards with simple outline pictures. Story of picture told in one or two short sentences. Children copy sentences and draw pictures.
8. Trace both pictures and stories.
9. Trace pictures and stories by means of tissue paper.
10. Paste-board objects, animals, cups, fans, hats, etc., with stories written on them. Omit names of objects. Children outline shape of object and copy stories, supplying omitted words.

11. Write name or short story about picture presented by teacher.

12. Teacher writes and cuts up sentences composed of known words. Children put together and copy.

13. Place several objects before the children. Children write short stories about each.

### PICTURES.

1. Children draw simple outline pictures to illustrate songs they sing.
2. Draw pictures to illustrate reading lesson.
3. Draw pictures to illustrate number lessons. If the lesson of the day was on four, require children to draw pictures of four objects, etc., etc.
4. Various pictures drawn from blackboard.

### SHOE PEGS.

1. Lay letters from blackboard or chart.
2. Do problems from blackboard, chart or cards, as  $\square$  and  $\square$  equals  $\square$  or  $\square + \square = \square$  or  $\square$ .
3. Make forms of living objects, as fish, cat, pig, etc., etc.
4. Make forms of beauty. Copy on slates.

### TOOTH PICKS.

1. Lay two in all possible ways.
2. Lay three in all possible ways.
3. Lay four in all possible ways.
4. Lay five in all possible ways.
5. Lay forms of beauty. Copy.
6. Forms of life. Copy on slates. Connect preceding work with each day's number lesson.

### BEANS.

1. Arrange three beans in all possible positions.
2. Arrange in same way four beans, five beans, six beans, etc.
3. Show all the numbers which, put together, will make a certain number.
4. Copy on slates. In this work, as in stick laying follow number lessons.
5. Use splints, etc., in a similar manner. Insist on neatness in every particular.

### STRIPS OF PAPER.

Colored paper pasted on bristol board and cut into strips of different lengths.

1. Arrange according to size and color.
2. Draw (trace) on slate or paper, one of each color.
3. One of each size.

### GEOMETRICAL FIGURES.

1. Children arrange according to form.
2. Children arrange according to shape and size.
3. Draw one of each form.
4. Draw one of each size.
5. Form designs—by imitation, by memory, by original thought.
6. Give but one. Place upon slates and trace in such positions as to make "forms of beauty."

## FRIDAY AFTERNOON.

### HOW THE CORN GREW.

There was a field that waiting lay,  
All hard and brown and bare;  
There was a thrifty farmer came  
And fenced it in with care.

Then came a plowman with his plow;  
From early until late,  
Across the field and back again,  
He plowed the furrows straight.

The harrow then was brought to make  
The ground more soft and loose;  
And soon the farmer said with joy,  
"My field is fit for use."

For many days the farmer then  
Was working with his hoe;  
And little Johnny brought the corn  
And dropped the kernels—so!

And there they lay, until awaked  
By tapping rain that fell,  
Then pushed their green plumes up to greet  
The sun they loved so well.

Then flocks and flocks of hungry crows  
Came down the corn to taste;  
But ba-ang!—went the farmer's gun,  
And off they flew in haste.

Then grew and grew the corn, until  
When autumn's days had come,  
With sickles keen they cut it down,  
And sang the "Harvest Home."

—From Emilie Poulson's Finger Plays.

### THE BETTER WAY.

When things don't go to suit you,  
And the world seems upside down,  
Don't waste your time in fretting,  
But drive away that frown;  
Since life is oft perplexing,  
'Tis much the wisest plan  
To bear all trials bravely,  
And smile whene'er you can.

Why should you dread to-morrow,  
And thus despoil to-day?  
For when you borrow trouble  
You always have to pay.  
It is a good old maxim  
Which should be often preached:  
"Don't cross the stream before you  
Until the stream is reached."

You might be spared much sighing  
If you would keep in mind  
The thought that good and evil  
Are always here combined.

There must be something wanting,  
And though you roll in wealth,  
You may miss from your casket  
That precious jewel—health.

And though you're strong and sturdy,  
You may have an empty purse,  
(And earth has many trials  
Which I consider worse);  
But whether joy or sorrow  
Fill up your mortal span,  
'Twill make your pathway brighter  
To smile whene'er you can.

—The American.

### QUEER NAMES.

The man from Punxsutawney, and the man from Kokomo,  
Discussed the Chinese troubles, and the first said "Don't  
you know,  
I think these Chinese names are queer enough to stop a  
clock."

"That's right," replied an other man from fair Caucom-  
gomoc.

The man from Kokomo observed: "By ginger, that's a fact,  
That's what my brother says—he lives down here in Hack-  
ensack."

And still another stranger said the man's comment was  
true,

And added, with a smile of pride: "My home's in Kal'-  
mazoo."

Another man took up the strain: "Now, down Skowhegan  
way,

And up to Ypsilanti we speak of it every day.  
The names are uncivilized and heathen in their ring,  
That's what I told my uncle yesterday in Ishpeming."

"Hohokus is my native town," another stranger said,  
"And I think all these Chinese names the worst I ever  
read."

"Quite true," agreed a quiet man, "they're certainly quite  
uncanny,

That's what my neighbors all assert, in Tail Holt, In-  
dianny."  
—Baltimore American.

### THE AUTUMN JEWEL.

Those awful powers on man that wait,  
On man, the beggar or the king,  
To hovel bare or hall of state  
A magic ring that masters fate  
With each succeeding birthday bring.

Therein are set four jewels rare:  
Pearl winter, summer's ruby blaze,  
Spring's emerald, and, than all more fair,  
Fall's pensive opal, doomed to bear  
A heart of fire bedreamed with haze.

—LOWELL.

He prayeth best who loveth best  
All things, both great and small,  
For the dear God who loveth us,  
He made and loveth all.

—From the Ancient Mariner.





**SCHOOL ARITHMETIC.**—By John M. Colaw, A. M., associate editor of the American Mathematical Monthly, and H. Ellwood, A. M., principal of the Colfax Public School. Two books. "The Primary" is 12 mo. cloth, and contains 271 pages. Price 35 cents. "The Advanced" is 12 mo. half morocco, and contains 442 pages. Price 60 cents. Published by B. T. Johnson Publishing Company, Richmond, Va.

The inductive method is used throughout in this series. Teachers, superintendents and school officers desiring good texts in arithmetics would do well to examine these books.

G. E. W.

**LESSONS IN LANGUAGE.**—By J. W. Patrick, A. M., author of Lessons in German, Elements of Pedagogics, Pedagogical Pebbles, et al. A 12 mo. book of 200 pages. Published by J. B. Lippincott Company, Philadelphia.

Composition work is the leading feature in this book. It is indeed a book which might be called "learning the language by using it." The suggestions and aids in composition work are extended and concise. Any teacher of language would find this a valuable book.

**THE TWENTIETH CENTURY NEW TESTAMENT.**—A translation into Modern English. Made from the Original Greek. In two parts. Part I.—The Five Historical Books. F. H. Revell Co., Chicago, 50 cents.

This is what many readers of the Bible have been wanting for a long time. Any reader of the English Bible, even in the Revised Version, can see many places which are obscure in meaning, because of the use of antiquated phraseology. This translation, on the contrary, excludes "all words and phrases not used in current English." It is arranged in paragraphs, like the Revised Version, with the verse notation on the margin. Quotations, borrowed phrases, and poetry, are all properly indicated. The order of books in this group is chronological, beginning with Mark. To the Biblical critic there are many interesting points to be noted; but for the ordinary reader it will be exceedingly helpful in

giving a clearer idea of the meaning of the New Testament. Here is a sample translation: "At the beginning the Word already was: the Word was with God; and the Word was God. He was with God at the beginning; it was through him that everything began, and not a single thing began apart from him."

W. C. L.

**LONGMANS' ADVANCED READER.**—A 12 mo. book of 278 pages. Published by Longmans, Green & Co., 39 Paternoster Row, London, New York and Bombay.

A book of many interesting prose selections, from standard English authors, interspersed with attractive selections of poetry.

G. E. W.

**THE WHEREWITHAL;** or, New Discoveries in Cause or Effect. By Townsend. Published by the Wherewithal Manufacturing Company, Philadelphia.

Every idea, thought, principle or rule divides itself naturally into: 1. A cause or source. 2. Its essential. 3. Association with. 4. Its incidents. 5. Its illustrations. 6. Its effects. 7. Conclusion. The author used this outline in his book with the idea that if closely followed, the power of thought would be generally cultivated. The illustrative exercises are good. Any one wishing good suggestions on mental drill would do well to secure this book.

G. E. W.

**DER MEISTER VON PALMYRA.**—By Wilbrandt, edited with introduction and notes, by Theodore Henckle, Morten Professor of Modern Language in Middlebury College. Cloth, 12 mo., 212 pages. Price, 80 cents. American Book Company, New York, Cincinnati and Chicago.

This is a drama, in five acts, intended for students who have had at least two years of thorough preparatory work in grammar and text reading. Wilbrandt is perhaps the most accomplished modern German dramatist of the realistic school, and ranks among the classic authors, with Goethe. "Der Meister von Palmyra" is one of his masterpieces. The book includes a good introduction, and an excellent sketch of Wilbrandt's Life, in addition to good explanatory notes. Teachers will find it a most welcome addition to the texts now read in schools and colleges.

G. E. W.

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When exhausted, depressed or weary from worry, insomnia or overwork of mind or body, take half a teaspoon of Horsford's Acid Phosphate in half a glass of water.

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**COMPOSITION AND RHETORIC.**—By Robert Herrick, A. B., assistant professor of English in the University of Chicago; and Lindsay F. Damon, A. B. Cloth, 12 mo., 466 pages. Price, \$1. Scott, Foresman & Co., Chicago.

There is a continual discussion among teachers of English about how much English should be taught in the high school, and how much left for

There is more Catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatment, pronounced it incurable. Science has proven catarrh to be a constitutional disease, and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, Ohio, is the only constitutional cure on the market. It is taken internally in doses from 10 drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials.

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university teaching. In the past, too much attention has been paid in the public schools, possibly to the critical side. The tendency is to-day to leave the critical side entirely to university teaching, and to teach only the practical side in public schools. This might be a good plan, if all pupils complete a university course in English. But, since they do not, it would seem best that the course in English in high schools should be general enough to cover the whole field of rhetoric. This is the principal virtue in Herrick's and Damon's Compositions, and Rhetoric. It is so arranged that the practical precedes the technical. G. E. W.

DER ASSISTENT.—Aus der Tanzstunde. Ein Schwalbenstuch von Frida Schanz. Edited by A. Beinhorn, Lincoln School, Providence, R. I. Cloth. 12 mo., 140 pages. Price 35 cents. American Book Company, New York, Cincinnati and Chicago.

These are delightful stories. They are remarkably attractive for their purity and beautiful style, making them easy and interesting reading. Students who are just beginning to read German would find this a good book. The English exercises for translation into German are based upon the text, thus aiding the pupils in acquiring a good vocabulary and preparing them for work in German prose composition. Its vocabulary is quite extended. G. E. W.

EUCLID BOOKS, I-IV.—By Rupert Deakin, M. A., headmaster of King Edward's Grammar School, Stombridge. Price, 70 cents. A 12 mo. book of 309 pages. Published by N. B. Clive, University Correspondence College Press, 13 Booksellers' Row, Strand, W. C., by Hinds and Noble, 4 Cooper Institute, New York.

The Method of Proof is made especially important. At the end of each book the propositions in which similar methods of proof are used are grouped together. This method of treatment should so familiarize the student with the working of riders that he will soon recognize that many propositions are really riders on former propositions. The method of solving many riders is so clear that it seems Euclid should be grasped by almost any student. G. E. W.

## COLLAPSE.

That one word sums up the catastrophe which closes the active career of many a business man. Energetic and ambitious, he puts his life into his business. He can barely take time to eat. He cannot rest or take a vacation. And so he toils on, letting business cares encroach upon his hours of rest and refreshment.

Extra strain needs extra strength. When a man begins to add to his hours of labor, and subtract from his hours of rest, he is putting an extra strain on brain and body. In such cases many men make the serious mistake of using stimulating liquors, or alcoholic medicines. These can only injure. The spur forces on the horse, but does not strengthen him. Stimulants are only spurs. The need of the body is strength, and there's only one thing that will make strength and that is food. Food is the body's life. But food must be digested, before it can nourish the body. It is not what we eat but what we digest that feeds us. Don't neglect the first warnings of stomach trouble. The timely use of Dr. Pierce's Golden Medical Discovery, which is a medicine for the cure of diseases of the stomach and organs of digestion and nutrition will in ninety-eight cases out of a hundred result in a permanent cure. "Golden Medical Discovery" is invaluable to overworked men and women. It strengthens the stomach, increases the blood supply, nourishes the nerves, and gives vital power to brain and body.

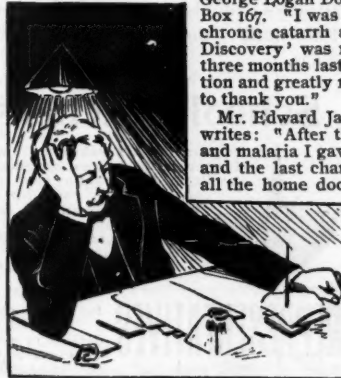
There is no alcohol in "Golden Medical Discovery." It contains no opium, cocaine or other narcotic. *It is strictly a temperance medicine.*

"I wish to express my thanks to you for your wonderful medicine," writes Mr. George Logan Doggett, of Piedmont, Greenville Co., S. C., Box 167. "I was almost past work, suffering so much from chronic catarrh and indigestion. Your 'Golden Medical Discovery' was recommended by a friend. I used it for three months last fall, and was completely cured of indigestion and greatly relieved of catarrh; for all of which I wish to thank you."

Mr. Edward Jacobs, of Marengo, Crawford Co., Indiana, writes: "After three years of suffering with liver trouble and malaria I gave up all hopes of ever getting stout again, and the last chance was to try your medicine. I had tried all the home doctors and received but little relief. After taking three bottles of Dr. Pierce's Golden Medical Discovery and one vial of his 'Pleasant Pellets' I am stout and hearty. It is due entirely to your wonderful medicines."

Dr. Pierce's Pleasant Pellets cure constipation. They do not make the user dependent on them, but can be dispensed with as soon as the cure is completed.





Dr. Pierce's Pleasant Pellets cure constipation. They do not make the user dependent on them, but can be dispensed with as soon as the cure is completed.

HIGHER ALGEBRA.—By John F. Downey, M. A., C. E., professor of mathematics in the University of Minnesota. A book of 416 pages in half morocco. Published by American Book Company, New York, Cincinnati and Chicago.

The demonstrations in this book are remarkably good. It is designed primarily for universities, colleges and technical schools, but the first 15 chapters (through quadratic equations), are adapted for use in high schools and academies. College teachers having in connection with their institution a preparatory course, would do well to examine this text on account of its adaptability in both departments. G. E. W.

## Literary Notes.

The Living Age for November contains an important article on "The Coming Presidential Election," which of itself makes the magazine of more than usual value.

McClure's Magazine for November contains a thrilling account of the siege of the Foreign Legations in Peking, related by one of the besieged. This issue also gives a character sketch of Mark Hanna, and tells us about the "Making of a German Soldier." The fiction contained in the magazine is widely representative.

Mr. Vorles' superb work on English will be hailed with delight by those who wish to make of themselves accurate stenographers or good English writers.

The November Review of Reviews contains a comprehensive article on the campaign methods of the Republican and Democratic National Committees. The Hall of Fame is also treated in a concise article.

The Century for November contains the first of a series of papers on Daniel Webster. In this issue also Bishop Potter discusses the "Problem of the Philippines" considered with special reference to the relations of church and state.

The New Lippincott Magazine, as usual, opens with a complete novel, "Madame Noel." The shorter fiction is plentiful and varied in theme. "The Footprints of Bryant" give a charming account of the home and haunts of this beloved and revered poet.

The October number of "Current History" is replete, as usual, with most of what is best to know concerning the progress of the world during the past month. As a portrait gallery of living celebrities alone it is worth more than its subscription price, which is only \$1.50 per year.

The Saturday Evening Post is now being offered to the public for the small sum of one dollar a year. Its great circulation and the best machinery human ingenuity can devise have made it possible for the Curtis Publishing Company to make this remarkable offer.

Miss Sarah Orne Jewett has just commenced an American historical romance which appears as a serial beginning in the November issue of the Atlantic Monthly. Its title is "The Tory Lover." This will be a serial feature of the Atlantic during most of 1901.

Modern Culture Magazine for November makes a new departure in the introduction of a number of original poems. "Beethoven as a Man" is shown up in a striking light. "Domestic Life in Shakespeare's Time" is

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also vividly pictured. Upon the whole, this number of this magazine is the most attractive ever given by its publishers.

"Good Housekeeping" is greatly enlarged in its November issue. It is primarily a house-keeper's magazine, but it contains many articles of general interest, including many bright and interesting bits of fiction. It sells for 10 cents a number, or \$1 a year. Phelps Publishing Company, Springfield, Mass.

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Perhaps the most lucid discussion of the "negro question" that has appeared in an American periodical for years is the opening symposium of the November "Arena." Some of the other subjects treated in this number are: "A Psalm of Brotherhood," "Direct Legislation in America," and "A Christian Brotherhood."

There is a slight touch of the autumnal tone on the leaves of the November "Critic," as well as on the leaves of the forest trees. Mr. William Archer, for instance, shows up Mark Twain as a humorist, as well as


a moralist. Walter Raleigh gives A Critical Study of Milton. The first instalment of "The Forest School-master" is contained in this issue.

The problem of enlarging the White House without destroying the noble lines of the present historic mansion or subordinating it is successfully solved in the November Ladies' Home Journal. A charming pen-picture is given of one of the "Loveliest Women in All America." Two pages of pictures "Through Picturesque America" take us into the beauties of California. The Interior of "The Most Artistic House in New York City" is shown.

The October "Success" contains a splendid tribute to the New South, which Henry Grady dreamed of, and Benjamin Harrison prophesied in an answer to the question, "Is Cotton Once More King?" Robert Barr contributes to this issue a superb railway story, "The Great Mongul." Newell Dwight Hillis tells of "The Light That Failed." These, and many other excellent things, make "Success" a welcome visitor.

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Among the interesting articles in the current issue of the Chatauquan special attention may be called to "The Rivalry of the Nations; World Politics of To-day." It is a comprehensive study of the topic which is uppermost in the public mind. "A Reading Journey Through the Orient" covers a tour from Gibraltar to Alexandria. It also contains "Critical Studies in French Literature," besides many other articles of interest.

The Kentucky Educational Association will hold its next meeting in the city of Louisville, December 26, 27 and 28, 1900. This association represents all the educational forces of the State. A strong program for the meeting is being prepared, and it will give new courage and inspiration to all who attend. Special hotel and railroad rates will be made, and a large attendance is desired and expected. Further information will be cheerfully furnished by Alfred Livingstone, its secretary, at Somerset, Ky.

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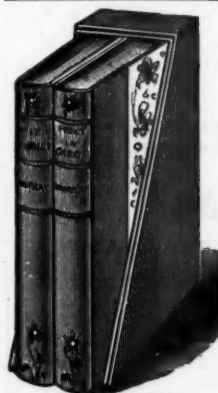
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